



2003-2004

Arts In Education Program
Washington State Arts Commission



Artists In Residence Grant Application

Governor Gary Locke

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Statement on Multi-Cultural Involvement

We are a culturally diverse society. This diversity is our strength. The Washington State Arts Commission will respect and seek to achieve multi-cultural diversity in its programs and administration through:

- Ensuring culturally diverse representation in decision making by attention to multi-cultural diversity among review panel members and other advisory bodies, affirmative recruitment and hiring of permanent and temporary staff, and continual consideration of multicultural candidates for arts commissioner appointments;
- Development of policies, guidelines, formulas, and procedures that provide equitable funding distribution to arts organizations, artists, and activities representing the diverse, multi-cultural communities of the state;
- Encouragement and recognition of the arts community's support of cultural diversity;
- Provision of technical assistance in designing steps toward greater diversity in the boards, staffs, and artistic programming of state-funded institutions and organizations;
- Identification of the ongoing needs and opportunities within the arts for achieving multi-cultural involvement.

The Arts In Education Program actively encourages multi-cultural applications and programs.

Mail Applications To:
Washington State Arts Commission
Arts In Education Program
PO Box 42675
Olympia, WA 98504-2675

Applications for professional artists wishing to apply to the WSAC AIE Artist Roster will be available in the fall of 2002. Please contact the AIE office to request an application.

The Washington State Arts Commission's Arts In Education Program is funded by the Washington State Legislature and the National Endowment for the Arts. Published by the Washington State Arts Commission, June 2002. Every effort has been made to publish accurate and timely information.

How Does the Artists In Residence Program Work

Please read this carefully before signing your grant application.

- **Grant request maximums:** \$25,000 for multiple site sponsors, \$3,500 for single site sponsors.
- Residency grant applications for the 2003-2004 year will be in the WSAC office by **March 28, 2003 at 5:00PM.**
- A panel will review all grant applications, and the WSAC Commissioners will make the final decisions based on the panel's recommendations.
- Sponsors will be provided with *Site Coordinators Handbooks*, and site-coordinating committees should begin choosing artists (using the WSAC AIR Roster of Artists), as well as residency dates, for the next school year.
- Multiple site sponsors must schedule one-half of their residencies and attach the Residency Planning Form **to their initial application packet.**
- Before the school year begins, sponsors will receive contracts for the grant amount awarded them by the WSAC. (Residencies may begin on July 1, 2003. Sponsors planning July or August residencies should contact the AIE Program by early June to receive contracts and forms early.)
- Sponsors will submit a Detailed Plan Form to the WSAC for final approval of **each residency at least four weeks prior** to the residency start date. This form includes a schedule and residency plans decided mutually by the residency site coordinating committee and the artist at the planning meeting. **Failure to comply with this rule is a contract violation and will result in denial of reimbursement.**
- The artist will work with no more than six classes in each two-week (forty-hour) period, and with no more than four of those classes per day (totaling approximately four teaching hours).
- For Model 1 residencies, at least four hours of each forty-hour residency will be spent on the community outreach and teacher workshop.
- Artists will not work with classes of more than 35 students and classes will not be combined.
- Classroom teachers will remain in the classroom at all times.
- The residency site will provide all student materials and supplies.
- Studio, office, rehearsal, or storage space will be provided for artists in residence as requested, when possible.
- At the end of the last residency day, sponsors will pay artists the WSAC artists in residence fee at the local, mid-distant, or distant level. These pay levels already include the artist fee, mileage, and per diem.
- Site coordinators complete, and mail to the WSAC the Site Evaluation form within thirty days of completing the residency.
- Residency sponsors must complete and mail to the WSAC the Final Report within thirty days of the WSAC-funded residency or the last of the series of WSAC-funded residencies.
- Each sponsor invoices the WSAC for the grant **after their artist is paid in full and corresponding site evaluations are received by the WSAC.** In order to receive final payment on any grant, the final report and all site coordinator evaluations must be received by the WSAC. The WSAC reimburses the sponsor for up to 50% of the artist's fees, not exceeding the grant amount listed in the state contract.

What Does a Model 1 or 2 Residency Cost?

Residency grants reimburse up to 50% of the artist fees for one or more residencies. Other expenses like students' art supplies, publicity costs, and the site coordinator's time are not matched by the residency grant.

Local Rate: When an artist lives 60 miles or less one way from the site, a forty-hour residency costs \$2,050. This cost includes the artist fee for planning, the planning meeting, mileage, per diem, and the daily fee. The WSAC grant will cover \$1,025 and the sponsor matches with \$1,025.

Mid-distance Rate: A mid-distance residency is based on the artist living approximately ninety miles one way from the site. A fee of \$3,000 for forty-hours of teaching pays the artist for planning, the planning meeting, the daily fee, two round trips to the site, meals, and lodging. The WSAC grant is \$1,500.

Distant Rate: The distant rate is based on 280 miles one way in a fairly high cost area, i.e. a Seattle artist working in Spokane. The \$3500 residency pays for the artist's planning and phone calls, daily fees, one round trip to the site, and meals and lodging for a forty-hour, two-week residency. The WSAC grant covers \$1750.

Residency Models

There are five residency models. Please carefully read the residency model descriptions below to determine the appropriate model or models for your agency. Applicants applying for at least the fourth consecutive year may apply to as many of the appropriate categories as desired and are encouraged to apply for at least one Model 3, teacher in-service residency.

Model 1

Standard School Residency

In this two-week model, the artist presents a minimum two-to-three-hour teacher workshop, a one-to-two-hour community outreach event, and works with pre-college youth the remaining thirty-six hours. This model is open to all applicants planning residencies in a school. **It is the only model open to schools and school districts applying for their first to third consecutive year.**

Model 2

Standard Non-School Residency

The standard non-school residency is thirty-eight hours of workshop instruction plus a two-hour outreach event, totaling forty hours. This model is open to all non-school sites planning residencies for pre-college youth (i.e. residency workshops held at a museum). **It is the only model open to non-school sites applying for their first to third consecutive year in the program.**

Model 3

Teacher In-service

The Teacher In-service Model is a residency for teachers rather than youth. It provides training in a specific art discipline so that teachers can use the skills learned with confidence in their own classrooms, learn successful methods for integrating the art form into other curricular areas, and learn to use the art form in response to the state's Essential Learnings in the Arts.

Proposals for in-service will vary according to the school's or district's needs. An elementary school with a kiln could propose a plan that would include teacher in-service sessions on the use of the kiln and clay, followed by the newly trained classroom teachers observing the artist teaching ceramics to their students, then the artist observing and assisting the classroom teachers taking over the ceramics lessons. Or, a sponsor may decide to offer teachers a broader course, such as forty hours of training in visual arts concepts, or forty hours on integration of the arts into other subject areas.

The Teacher In-service Model offers schools and school districts twenty or more hours in-service, used at a rate of between four hours a month to twenty hours per week. Artists approved to present in-service residencies are identified in the *Roster of Artists* as highly successful, experienced teacher trainers. Districts are encouraged to offer teachers college credit and/or clock hours for their residency hours. **Please note: The model 3 residency may be shorter than forty hours. Although forty-hour teacher in-services are the preference and the funding priority, it is understood that, due to teachers' busy schedules, some schools/districts will prefer the twenty-hour plan.**

Model 4

Advanced Residency Plan

This plan will allow veteran sponsors of the program—those applying for at least the fourth consecutive year—the flexibility to design an experience that best serves their school's, district's, or agency's needs. The plan requires the sponsor and rostered artist to collaboratively propose a residency of sixty or more hours per artist. A district may propose, for instance, to hire a rostered musician in residence several hours per week throughout a semester to work with its high school drama teachers and students, integrating vocal performance into regular drama activity.

Model 5

Folk Arts Residency

This plan allows sponsors to bring a rostered folklorist into the classroom to enhance learning about local folk art traditions and help students connect what they learn in school to their homes, extended families, and communities. The folklorist will conduct community research and contact one or more local folk artists to work with during the residency. Because the folklorist will take on many duties beyond the scope of other residencies and because the folklorist and folk artist will work side by side in the same classroom, a one-week folk arts residency is the same price as a standard 40-hour two-week residency. **Please note: The model 5 residency may be shorter than forty hours. Although forty-hour folk arts residencies are the preference and the funding priority, it is understood that, due to the cost involved, some schools/districts will prefer the twenty-hour plan.**

Although the hours of the folklorist and folk artist may vary, a 20-hour residency plan may be:

Local Rate:	Folklorist	Folk Artist
	\$300 Fee for community research	\$600 For 12 hours teaching
	\$150 Fee for planning	
	\$1000 for 20 hours teaching	
	\$1,450 Total	\$600 Total

Total Folklorist and Folk Artist pay = \$2050 (The WSAC grant would be \$1,025)

Mid-distant Rate:	Folklorist	Folk Artist
	\$400 Fee for community research	\$600 For 12 hours teaching
	\$300 Fee for planning	
	\$1700 for 20 hours teaching	
	\$2400 Total	\$600 Total

Total Folklorist and Folk Artist pay = \$3000 (The WSAC grant would be \$1,500)

Distant Rate:	Folklorist	Folk Artist
	\$600 Fee for community research	\$600 For 12 hours teaching
	\$450 Fee for planning	
	\$1850 for 20 hours teaching	
	\$2900 Total	\$600 Total

Total Folklorist and Folk Artist pay = \$3500 (The WSAC grant would be \$1,750)

Glossary

The following definitions are provided to assist you in completing your application.

Artist - The artist's role is to design lessons—based on the Essential Learnings—that will enhance the existing curriculum and provide hands-on experiences for students in a particular art form.

Artists In Residence Roster – The roster is a list of Commission-approved, professional artists with skills in providing residencies. **A rostered artist must be chosen for all WSAC-funded residencies.**

Community Outreach – A community outreach event is conducted by the artist as a part of each Model 1 and 2 residency and is open to members of the community who are not otherwise participating in the program. Examples: a community workshop led by the artist, a student performance at a local nursing home, or a school open house at which the artist and students share what they accomplished during the residency.

Essential Academic Learning Requirements – In response to statewide education reform adopted by the 1993 Washington Legislature, Essential Academic Learning Requirements (EALRs) have been published by the Commission on Student Learning. You can obtain a copy of the EALRs in the Arts by calling the Office of the Superintendent of Public Instruction at 360-753-6738. Or, if you have internet access, you can find the EALRs online at <http://www.k12.wa.us/>.

Evaluation – Site coordinators should meet with the artists regularly throughout the residency to assess progress toward the goals and objectives outlined in the grant narrative. Additionally, the WSAC evaluation forms must be completed by the artist and the sponsor and returned to the WSAC at the end of each residency.

Planning Committee – Composed of teachers and administrators, parents and students, and other community members, the planning committee determines goals and objectives of the residency, identifies participants, and coordinates or guides the selection of an artist from the WSAC roster and the participating classes.

Publicity – One way of assuring community support for future programming is publicity. Publicity can include developing public service announcements or interviews with the artist on local radio and TV, sending fliers home with students, sending press releases to local newspapers, using local marquees, and making announcements and presentations to civic groups and PTAs. Invitations can be extended to parents, administrators, school board and city council members, legislators, and the community. All publicity materials must acknowledge the residency grant from the Washington State Arts Commission's Arts In Education Program.

Site Coordinator – Site coordinators are the communication link between the planning committee, the artists, the community, and the sponsor.

Residency Grant Review Criteria

A panel of five diverse individuals from across the state that represent expertise in the arts, arts education, and educational programming will judge each residency grant request based on dollars available and the following philosophy. The Washington State Arts Commission's AIE Program funds the highest quality residency plans with the greatest potential for long-range impact on participants.

Panelists will use a point system to judge the grants. Each application will be awarded 0 to 3 points for each of the following criteria.

1. Application describes the school's or district's arts curriculum, integration of the arts into other subject areas, and how the proposed residency/ies will enhance the curriculum. Non-school applications describe the arts programming of the sites they serve and how they chose the sites to accomplish their residency program goals.
2. Application reflects the progress of the school or district in implementing the Essential Academic Learning Requirements in the Arts and in assessing student progress in the arts. Non-school applications reflect the organization's efforts to assist partnering schools in implementing the Essential Learnings in the Arts.
3. Application clearly states a long-term plan for using residencies and quantifiable expected student outcomes.
4. Plan is multi-cultural, makes good use of partnerships, and optimal use of community resources.
5. Application shows community involvement in residency planning (and youth involvement if residencies will involve teenage youth).
6. Application shows school/district/agency commitment (teachers, administrators, and others) and clear support of decision makers (principal, superintendent, board).

Additionally, the panel may award an optional point (1 each) for:

- First time applicants who demonstrate promise in approach to residency planning.
- Returning applicants demonstrating effective planning and execution of residencies (for four-year and greater applicants, effective Model 3 and 4 residencies).
- Applicants who use the program to serve special or underserved populations.

Additionally, during the panel, panelists will be informed of the returning applicants' prior history. Up to three points may be deducted from a returning applicant's score for each of the following:

- If the applicant has not demonstrated effective use of the residency grant in the prior two years.
- If the applicant has not followed the guidelines or contract rules in the prior two years.
- If the applicant has not spent their grant funds during the prior two years. Points deducted will be based on the amount of funds unused.

The panel's recommendations will be proposed to the full Arts Commission for their approval.

Which Institutions Are Eligible?

Any Washington public school, school district, private non-parochial school, or pre-school may apply as a sponsor. In addition, any 501(c)3 or government agency planning residencies for pre-college youth may apply as a sponsor.

How Does An Institution/Organization Apply for a Residency Grant?

The institutions or organizations that employ artists in residence are called *sponsors*. Sponsors apply with this grant application. Successful sponsor applicants can receive up to a 50% match as reimbursement for artist/s expenses.

To create an application packet, place the form with **original signatures** on top of the narrative, followed by the budget and your letter(s) of support. All institutions requesting multiple residencies must have one half of their anticipated residencies scheduled at the time of application and the correlating Residency Planning Form must be completed and attached to the application packet with **original signatures**. For the 2003-2004 school year, submit the packet, **along with six copies of the complete packet**, to be received by the Washington State Arts Commission **before 5:00 PM, March 28, 2003**.

HAND WRITTEN APPLICATIONS WILL NOT BE ACCEPTED.

APPLICATIONS RECEIVED AFTER 5:00 PM ON THE MARCH 28 DEADLINE WILL BE RETURNED. THIS IS NOT A POSTMARK DEADLINE.

ONLY COMPLETE APPLICATIONS WITH ORIGINAL SIGNATURES ON THE COVER APPLICATION FORM WILL BE ACCEPTED.

Artists apply with an artist application available in the fall of even numbered years. Applications will be available in the fall of 2002. Successful candidates are included in a statewide *Roster of Artists*. With these Commission-approved artists, sponsors plan individualized residencies.

Assistance

Do not hesitate to call the Residency Program Manager at 360-586-2855 or e-mail at JasonF@arts.wa.gov if you need guidance while preparing the application. **First time applicants are especially urged to call for assistance! The WSAC is not responsible for interpretations of these guidelines by outside sources. For an official interpretation, call the WSAC AIE Program.**

Residency Grant Instructions and Checklist

To apply for the Residency grant:

- ☐ **Section 1** Complete the Residency Grant application form on pages 8 and 9 and sign.
- ☐ **Section 2** Complete the Residency Grant Narrative on page 10, answering **both** sections A and B.
- ☐ **Section 3** Complete the Residency Budget Form on page 12.
- ☐ **Section 4** If applying for multiple residencies, complete the Residency Planning Form on page 13.
- ☐ **Letter of Support**

Place the form (section 1), with original signatures, on top of the narrative (section 2), followed by the budget (section 3) and your letter of support from an official signatory (principal, superintendent, board chair). Submit the packet, along with six identical packets to the Washington State Arts Commission **before 5:00 PM, March 28, 2003** for the 2003-2004 school year. **Note: This is not a postmark deadline.**

Each application must contain the packet with the original signature plus six identical copies.

Please:

- Staple or paperclip each packet. **DO NOT BIND OR PUT IN FOLDERS.** Covers and cover letters addressing the panel are not allowed and will be removed before sending to panelists.
- NO hand written applications will be accepted.
- ONLY complete applications will be accepted.
- Please be aware that all applications are a matter of public record. We do release your school's/district's/organization's and contact person's name, address, and phone numbers to rostered artists. We also release grant amounts to the press and other interested parties. Occasionally, we release "examples of exceptional grants" to prospective grant writers or information to sponsors seeking references of artists. We are required to follow this policy. If this issue concerns you, please call the AIE office.

APPLICATIONS RECEIVED AFTER 5:00 PM ON THE MARCH DEADLINE WILL BE RETURNED

SECTION 1: RESIDENCY GRANT APPLICATION FORM

Application must be complete upon submission and received in the WSAC office on or before 5:00 PM on the March 28 deadline. Late applications will not be reviewed and will be returned. Before completing this application, please read all directions for the Artists In Residence Grant.

Complete the following application form, the narrative questions, and the budget. Funding decisions will be based on the completeness of information included in the responses to each question. Applications are competitive.

NO HANDWRITTEN APPLICATIONS WILL BE ACCEPTED.

Applying School/District/Agency:

Mailing Address:

City:

State:

Zip:

Phone:

Fax:

E-mail:

Federal Tax Identification Number:

County:

Legislative District:

Congressional District:

School District (if applicable):

Contact Person (All WSAC correspondence will be addressed to this person)

Name:

Phone:

Fax:

Address (if different from above):

City:

State:

Zip:

Does your school district have the following (District and individual schools must answer)?

- | | | |
|--|-------------------------------------|------------------------------------|
| • Dance Curriculum | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| • Drama Curriculum | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| • Visual Arts Curriculum | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| • Art (dance, drama, music, visual art) teachers/specialists | YES <input type="checkbox"/> | NO <input type="checkbox"/> |

If yes, how many (count half-time as .5)

If this application is for an individual school, how many art teachers/specialists work at your school?
(count halftime as .5)

Does your district have a high school graduation requirement in the arts? YES ☐ NO ☐

If so, how is the requirement stated? _____

Number of students in your school: _____ In your district: _____

Will applicant accept a smaller grant if it is not possible to award the full amount of the request? YES ☐ NO ☐

Has your agency participated in the WSAC Artists In Residence Program before? YES ☐ NO ☐

For how many years has your agency participated in the WSAC Artists In Residence Program? _____

Has your agency participated for the last three consecutive years? YES ☐ NO ☐

Has your institution been unable to spend WSAC grants completely in the last 2 years? YES ☐ NO ☐

Dollar amount unspent in the last two years: _____

Please indicate the model categories in which you are applying

Model 1 number of model 1 40-hour residencies _____

Model 2 number of model 2 40-hour residencies _____

Model 3 number of model 3 20-hour residencies _____

number of model 3 40-hour residencies _____

number of model 3 ____-hour residencies _____

Model 4 number of model 4 60-hour residencies _____

number of model 4 ____-hour residencies _____

Model 5 number of model 5 20-hour residencies _____

number of model 5 40-hour residencies _____

What is your total grant request (line G of your budget)? _____

COMPLIANCE AGREEMENT

I have read the Artists In Residence Grant requirements in this booklet and will comply with them should our agency receive a grant. It is understood and agreed that any funds awarded as a result of this application are to be used for the purpose set forth herein. Furthermore, it is understood that the organization receiving federal funds agrees to comply with: 1. Title VI of the Civil Rights Act of 1961, which prohibits discrimination on the basis of race, national origin, or color. 2. Title IX of the Education Amendments of 1972, which prohibits sex discrimination in educational programs and activities. 3. Section 504 of the Rehabilitation Act of 1973, which requires handicapped persons to be given equal opportunity to participate in programs.

Please sign in blue ink only

Signature—The official authorized to commit organization in financial matters – executive director, superintendent, or business manager

Authorizing Official

Typed Name

Date

Signature—Individual listed as the contact person; the person who will administer the grant

Sponsor Contact Person

Typed Name

Date

SECTION 2: RESIDENCY GRANT NARRATIVE QUESTIONS

For Schools and School Districts Only:

Both Narrative Questions (A and B) Must Be Answered.

Individual Schools Only:

- A. Using no more than two, standard 8-½ x 11", single-sided pages with no less than 12-point Times New Roman font (or equivalent) and 1" margins:
1. Briefly describe your school's arts program (current arts curriculum, integration of the arts into other curricular areas, assessment of student progress in the arts) and how your program does or does not align with the state's Essential Academic Learning Requirements in the Arts.
 2. Explain your residency plan and explain how that residency will compliment your arts program (described in A.1.)
 3. If you received a residency grant in a previous grant cycle, explain how your plan for this grant cycle will build on that program.

School Districts Only:

- A. Using no more than three, standard 8-½ x 11", single-sided pages with no less than 12-point Times New Roman font (or equivalent) and 1" margins:
1. Briefly describe your district's arts program, how it aligns with the Essential Learnings in the Arts, how you assess student progress in the arts, how artist residencies fit into the program, and long-range plan.
 2. Explain how your district chooses its residency sites using the WSAC criteria on page 6; and, in general terms, describe the arts programs of those schools.
 3. Explain your residency plan and explain how that plan will compliment the arts program and will promote implementation of the Essential Learnings in the Arts at the residency sites you have chosen/will choose.

Individual Schools and School Districts

- B. Taking into account the criteria used to judge residency grant applications (see page 6) and using no more than two standard 8-½ x 11", single-sided pages with no less than 12-point Times New Roman font (or equivalent) and 1" margins:
1. List the goals, objectives, and strategies of your residency project, including anticipated dates, and
 2. Based on your goals and objectives, list the expected student outcomes.

For Non-School Applicants Only:

Both Narrative Questions (A and B) Must be Answered.

- A. Using no more than three, standard 8-½ x 11", single-sided pages with no less than 12-point Times New Roman font (or equivalent) and 1" margins:
1. Briefly describe how artist residencies fit into your organization's program and long-range plan.
 2. Briefly explain how your agency chooses its residency sites, describing the arts programs of the sites your agency typically serves.
 3. Explain your residency plan and how that plan will assist the schools you serve to implement the Essential Academic Learning Requirements in the Arts.
 4. If you received a residency grant in a previous grant cycle, explain how your plan for this grant cycle will build on that program.
- B. Taking into account the criteria used to judge residency grant applications (see page 6) and using no more than two standard 8-½ x 11", single-sided pages with no less than 12-point Times New Roman font (or equivalent) and 1" margins:
1. List the goals, objectives, and strategies of your residency project, including anticipated dates, and
 2. Based on your goals and objectives, list the expected student outcomes.

Example of a Goal, Objectives, and Strategies

Goal 1

To help Cornwall School District students reach the benchmarks under the “use the arts to express and present ideas and feelings” component of the Essential Academic Learning Requirements in the Arts.

Objectives to Goal 1

1. From January 8 to February 2, WSAC-rostered artist Chuck Holdeman will collaborate with CMS Language Arts/Social Studies teacher, Terri Weaver, and CHS Music teacher, Rupert Seans, to present 12th grade music students and 8th grade social studies students with a series of lessons devoted to the development of a collection of original student music that is reflective of their local community.
2. Students will use a combination of traditional instruments, vocals, urban sound, rhythm instruments, and creativity to blend musical composition with the everyday world to create reflections of the students’ community through sound.
3. CHS students will use their knowledge of musical composition to develop rhythm and instrumental aspects of the project.
4. CMS students will apply their knowledge of local history acquired during their social studies class to choose the theme of the project. They will also apply their knowledge of poetry from their language arts class to draft vocal pieces.
5. CHS and CMS students will employ skills of effective communication and cooperation to develop the tone, mood, and metering of their work so that it is appropriate to the perspective they have chosen.

Strategies:

- a. Students will study the basic tenants of musical composition.
- b. Students will break into pairs or small groups (at least 1 CHS student and 1 CMS student per group) and determine a perspective of their community to represent. Each group or pair will represent a different aspect of the community.
- c. Students will prepare musical scores that use natural and urban sound in combination with rhythm, vocals, and traditional instruments to represent their community from differing perspectives.
- d. The community outreach event will be conducted by the students, teachers, and artist involved in this project at the City of Cornwall’s annual Celebrate Children Festival.

Example of Expected Student Outcomes

- Students will be able to present ideas and emotions about their community from differing perspectives through the medium of music.
- Through a collaborative art experience, students will develop skills in effective communication and cooperation with each other.
- Students will develop a greater understanding of their community and its diversity.

SECTION 3: RESIDENCY GRANT BUDGET

EXPENDITURES

Note: Simply supply the total number of residency weeks you are requesting and multiply by the local, mid-distance, or distant rate per week. A residency week is equal to 20 hours of workshop teaching.

Number of residency weeks	_____	x \$1,025 (local rate)	= \$ _____	A
Number of residency weeks	_____	x \$1,500 (mid-distant rate)	= \$ _____	B
Number of residency weeks	_____	x \$1,750 (distant rate)	= \$ _____	C
Total			= \$ _____	D
% (no less than 50%) Sponsor match			= \$ _____	E
% (no more than 50%) WSAC match			= \$ _____	F
TOTAL Grant Request (line F above)				= \$ _____ G

INCOME

List sources of your sponsor match (i.e. PTA, private foundations, sponsor's budget)

Sources	Amount	*Confirmed	*Anticipated
	\$ _____	<input type="checkbox"/>	<input type="checkbox"/>
	\$ _____	<input type="checkbox"/>	<input type="checkbox"/>
	\$ _____	<input type="checkbox"/>	<input type="checkbox"/>
	\$ _____	<input type="checkbox"/>	<input type="checkbox"/>
	\$ _____	<input type="checkbox"/>	<input type="checkbox"/>
	\$ _____	<input type="checkbox"/>	<input type="checkbox"/>
	\$ _____	<input type="checkbox"/>	<input type="checkbox"/>
	\$ _____	<input type="checkbox"/>	<input type="checkbox"/>
	\$ _____	<input type="checkbox"/>	<input type="checkbox"/>

TOTAL (must be equal to the total sponsor match listed on line E) \$ _____

**If funding is already allocated, check "confirmed." But if funding is, for instance, expected to come from a private foundation or government agency that has not yet sent your agency an award letter, check "anticipated."*

SECTION 4: RESIDENCY PLANNING FORM (FOR MULTIPLE RESIDENCY SPONSORS ONLY)

Use the form below to indicate the location, date, and participating artist of at least one-half of the residencies requested in your application. Dates and locations must be confirmed both with the artist and the residency location. This form must be complete and attached to each of your application packets.

[illegible]